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ABSTRACT

The purpose of the institute was to update school librarians in elementary and secondary schools and enable them to gain competency in the new media. The objectives of the institute were to assist the school librarian in the selection, processing and utilization of nonbook media, to learn simple techniques in production of materials, and to develop an ease with hardware. Relationships with teachers and children and assistance to students for self-instruction and independent study were explored. The development of qualifications for book-oriented school librarians to qualify for certification was also an aim of the Institute. The evaluation of the Institute by the participants is included in the report. (AB)

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NARRATIVE EVALUATION REPORT ON THE INSTITUTE FOR ADVANCED STUDY FOR LIBRARIANS UNDER HIGHER EDUCATION ACT, TITLE II-B

SUBJECT: "EXPANDED CONCEPTS OF THE SCHOOL LIBRARY MEDIA CENTER"

AT: UNIVERSITY OF WASHINGTON
SEATTLE, WASHINGTON 98105

DATES: JULY 6 TO JULY 17, 1970

SUBMITTED BY: ELEANOR E. AHLERS, DIRECTOR
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I INTRODUCTION

Since today's school library has the broadened concept of a learning resources center or media center, whichever term is preferred, it is imperative that a strong central library provide all types of print and nonprint materials and equipment, and make these media easily accessible to students and teachers.

Many professionally prepared school librarians earned their degrees in librarianship years ago in book-oriented programs and have had or taken little opportunity to become knowledgeable about nonprint materials and the rapidly developing and changing field of media and communication. It is for this group that the Institute was planned, to help a small group of school librarians become proficient not only in the selection of nonprint materials but also in the organization, interpretation and production of such materials, and in the use of the equipment needed for viewing, listening, independent study, and simple production.

The University of Washington, with an enrollment of more than 32,000, houses both the School of Librarianship, accredited by the American Library Association, and the College of Education Learning Resources program, where the students in the master's degree program in librarianship enroll in courses in educational media and instructional technology. It was logical, therefore, that this Institute be planned jointly by the two departments. Miss Eleanor E. Ahlers, professor, School of Librarianship, and Dr. Richard Hawk, assistant professor, College of Education, assumed the roles of director and associate director respectively.

In the first preplanning session the site for the Institute was discussed. Both the campus Audiovisual Service Center and the self-instructional laboratory in the College of Education have heavy demands on their limited facilities, especially during the summer session; thus it was deemed expedient to locate a center easily accessible to the campus and one best prepared to serve the needs of the proposed Institute. Since the Highline School District houses the finest materials center at the district level, Mrs. Bea Warfield, Director of Instructional Materials and Libraries, was approached and was immediately enthusiastic about participating and making available her staff and facilities.

The Institute was planned and approved then as a three-way partnership -- School of Librarianship and College of Education, University of Washington, and the Highline School District. This tri-partite arrangement was one of the unique features of this particular Institute.

The second unique aspect was the bussing of students daily forty miles round trip from the University of Washington dormitories to the Highline District Instructional Resources Center. This daily bus trip in an air-conditioned bus proved to be pleasant and relaxing and provided an opportunity for informal social contacts.

The details of the program and arrangements evolved as Miss Ahlers and Dr. Hawk planned with Mrs. Warfield and others on her staff -- Mr. Eugene Friese, Coordinator of Library Services, and Mr. Robert Irvine, Assistant Director of the Center. A two-week Institute for twenty-eight participants was proposed and approved, to take place in July, 1970, in the Highline District Instructional Resources Center.

Relationships throughout the planning stage and the two weeks of the Institute were consistently pleasant with all staff members of the Highline School District, from the superintendent to the secretaries and lab assistants. The contribution of every one involved was appreciated by all participants and staff members of the Institute, and all received a fine evaluation, but it is to Mrs. Warfield particularly that thanks are directed.

Although some revision of the budget was necessary, assistance and advice were given willingly by Mr. Stevens of the U.S. Office of Education. All relationships with his office were pleasant and helpful.

As always the prompt services from various departments and offices at the University of Washington were deeply appreciated -- Grant and Contract Services, Housing, Graduate School, Admissions, Summer School, Press Services, and various administrative offices. Special thanks are due to Dr. Irving Lieberman, Director, School of Librarianship, for his support throughout, and to Dr. Gerald Torkelson, head of Learning Resources, College of Education, for providing released teaching time for Dr. Hawk.

Finally, appreciation was expressed to Mrs. Marty Wilson, KOMO-TV, for featuring our Institute program on her "What's New in the Schoolhouse?" series.

II NARRATIVE REPORT

OBJECTIVES

The purpose of this particular Institute was to update school librarians presently filling positions in elementary and secondary schools, and to help provide competencies which they lacked in the new media. The objectives were determined as follows:

1. To help the school librarian with little audiovisual preparation to become knowledgeable about audiovisual materials and equipment
   a. Develop ease with hardware
   b. Examine nonbook media -- selection, processing, utilization
   c. Learn simple techniques in the production of materials

2. To assist the school librarian in helping teachers do a more effective job in the classroom through her knowledge of new kinds of materials and equipment

3. To give the school librarian competence in assisting more easily all children, as well as the nonprint-oriented child, in their learning

4. To provide the school librarian with the necessary skills to assist students in self-instruction and independent study by means of new media

5. To aid the book-oriented school librarian in becoming qualified for evaluation under the new Washington State certification and for similar changes in certification in nearby states.

PARTICIPANTS

Twenty-eight participants were selected from public and private elementary and secondary schools. Although school librarians from the Pacific Northwest were eligible, the needs of Washington State were emphasized, and all but four were Washington librarians. (Participants are listed in Appendix B.)

Criteria for Eligibility: Eligibility was based on the following:

1. A fifth year degree in librarianship, or equivalent

2. A practicing librarian in an elementary or secondary school

3. Previous academic credit for no more than two courses in audiovisual materials and equipment

4. No attendance in the past five years at a workshop or institute in librarianship or the media field

5. Evidence of continuing employment as a school librarian or media specialist in a public or private school for the academic year 1970-1971.

Selection of Participants: An advisory committee under the chairmanship of the director determined criteria for selection of the participants, reviewed the applications, and made the selections, which were approved by the Director of the School of Librarianship. The members of the advisory committee included: Dr. Hawk, Mrs. Warfield, Mr. Friese, Mr. Irvine and Mrs. Jean Wieman, Supervisor of Learning Resources Services, State Office of Public Instruction.

STAFF

The professional staff consisted of a director, associate director who also taught one of the courses, and a second half-time instructor, two full-time consultants, and four lecturers. In addition, clerical and technical staff included a secretary, a clerk, a high school student lab assistant, and part-time services from several of the Highline District Center staff, especially from the graphics artist.

Director: Eleanor E. Ahlers, Professor, School of Librarianship, University of Washington. B.A. and M.A., University of Washington; B.S.L.S., University of Denver. Duties: Chairmanship of the Advisory Committee to plan the Institute program; supervision of the professional personnel: teachers, consultants, lecturers; coordination of the instructional program of the Institute; responsibility for the stenographic and clerical help and organization of their work; evaluation of the Institute with the assistance of the teachers; preparation of the final report.

Associate Director: Dr. Richard Hawk, Assistant Professor, College of Education, University of Washington. B.A. and M.Ed., Western Washington State College; Ed.D., Washington State University. Duties: Advisor to the director on program content, Institute schedule, and selection of staff; preparation of lists of needed materials and equipment; supervision of the work of the laboratory assistants; teaching responsibility for the course Education C&I 481.

Instructor: Eugene Friese, Coordinator, Library Services, Highline Public Schools. B.A., Western Washington State College; Master of Librarianship, University of Washington. Mr. Friese taught the course, Librarianship 485, a seminar in nonprint materials and services.

Consultants: Mrs. Bea Warfield, Director, Instructional Materials and Libraries, Highline Public Schools. B.A., Seattle Pacific College; Graduate work, University of Washington. Mrs. Warfield

coordinated the arrangements between the University of Washington and the Highline School District, and served as a consultant throughout the Institute.

Robert Irvine, Assistant Director, Instructional Materials, Highline Public Schools. B.A., Washington State University; M.A., Eastern Washington State College. Mr. Irvine lectured on the production of materials, use of equipment, and educational television, and served as consultant to the participants.

Lecturers: Dr. Boyd Bolvin, Associate Dean for Learning Resources and Developmental Education, Bellevue Community College. B.A., University of Puget Sound; Master of Librarianship, University of Washington; Ph.D., University of Southern California. Dr. Bolvin presented a multimedia demonstration on the concept of today's school library.

Dr. Irving Lieberman, Director, School of Librarianship, University of Washington. B.S., New York University; B.S.(L.S.) Columbia University School of Library Service; M.A., Ed.D., Columbia University. Dr. Lieberman gave an illustrated lecture on bibliographic sources for audiovisual materials.

Mrs. Doris Rohrbach, Head Librarian, Highline High School, Highline School District. B.Ed., Seattle Pacific University; M.A. in Librarianship, University of Washington.

Robert Wiley, Operator of Closed Circuit TV facility at Glendale Junior High School, Highline School District. B.Ed., M.Ed., Central Washington State College.

Mrs. Rohrbach and Mr. Wiley prepared the library media center in their schools for the field trip and explained the program in their buildings, emphasizing the technological aspects.

PROGRAM OF INSTRUCTION

All participants enrolled in two courses, EDC&I 481 and Librarianship 485, and earned five quarter hours of University credit. Thirteen were registered for graduate credit. Both courses were offered on a pass-fail basis only, but the requirements and assignments were commensurate with University standards.

Dr. Hawk was the instructor for the course EDC&I 481, Practicum in Learning Resources, which emphasized proficiency in handling many types of equipment and the processes involved in producing materials such as transparencies.

Mr. Friese served as instructor for Librarianship 485, Seminar in Nonprint Materials and Services. Content of this course included standards and criteria for the selection and use of nonprint materials, examination of new materials, current practices in the cataloging and processing of such materials.

The two instructors, Dr. Richard Hawk and Mr. Eugene Friese, made every attempt to coordinate the work assigned in their classes, so that the group presentations made during the last two sessions represented this cooperative effort; the bibliographies based on the examination of materials for a certain unit, a requirement of Mr. Friese's course, were shown in an audio or visual way through the use of equipment and production of materials required by Dr. Hawk.

DAILY SCHEDULE

Most days followed a pattern of one class, EDC&I 481, with a lab period in the morning, and a second class, Librarianship 485, and another lab or work period in the afternoon. This pattern varied several times to accommodate three field trips to nearby schools, two of which were in the late afternoon to visit an elementary and a high school library, and the third was a full day of activities at Glendale Junior High School in order to examine and work with the closed circuit television facility there. Three outside speakers were presented to the students in the afternoon period. Two special audiovisual presentations were given on campus in the evening. One evening of committee work and lab activity was made available at the Highline Center; two evenings of lab work for practice in the use of equipment were scheduled in the self-instructional lab in Miller Hall on the campus. The detailed schedule for the two weeks is located in Appendix D.

On the last morning, Dick Hammond, one of the participants, took two carloads of students to the recently remodeled and expanded library resources center, where he is head librarian, at Sealth High School in Seattle.

Recreation: Due to the compressed period for all the learning activities planned during the two weeks, there was no great emphasis on the recreational aspects. However, small groups planned together informally; e.g., about a dozen went to a seafood restaurant for dinner following the opening orientation on Sunday; some fifteen (including some faculty and other staff) enjoyed the University evening boat cruise and the Salmon Bake on Blake Island Friday evening; a half dozen more were entertained on Sunday at Eilene Morrison's home in Bremerton, which involved a ferry trip across Puget Sound; a small group attended an evening performance of "Hair." All students enjoyed the dessert party given at Miss Ahlers' home and the final luncheon arranged in nearby Sea-Tac Thunderbird Inn.

PUBLICITY

Two releases for newspaper use and one for radio broadcast were written in the Institute office and issued through the University Information Services. These are reproduced in Appendix E along with examples of newspaper publicity in Seattle and other papers in areas where participants made use of copies sent to them. Information about the Institute was published in several professional publications in the State.

Mrs. Marty Wilson, who directs the "What's New in the Schoolhouse?" series for KOMO-TV, had expressed interest in taping a program based on the Institute. With the help of twenty-five slides representing many types of activities involving participants working with audiovisual materials and equipment and production, and her stimulating interview technique, the half-hour show went well. Miss Ahlers, Dr. Hawk and Mrs. Carolyn Zimmerman, an elementary school librarian and one of the students in the Institute, participated. The program was shown on Sunday, August 16, and repeated the following Tuesday a.m. It was also shown over a Portland, Oregon, TV station and was given on radio in Seattle. Many persons commented favorably about the show.

III EVALUATION

ADMINISTRATION

Pre-Institute Preparation: Instructions arrived from the USOE in time to meet deadlines for preparation and mailing of the brochure and form letters (see Appendices A and C), although it was an extremely tight schedule because of the necessity on this campus to meet a very early date set by the Graduate School for the admission of those who desired graduate credit. Relationships with the USOE were pleasant at all times. Contact by telephone was easy and effective. The two-day conference held in Washington, D.C., in May to orient the directors was worthwhile because of the instructions given and the exchange of ideas.

Relationships with all offices on campus were excellent. Assistance was readily available from the Office of Grants and Contract Services with respect to the development of the budget. Offices concerned with admissions, housing, news releases, and others often gave preferential treatment because of the pressure of deadlines to be met.

The enthusiasm, time, advice and assistance given by both the professional and clerical staff in the Highline District Instructional Resources Center, under the leadership of the director, Mrs. Bea Warfield, were noteworthy and contributed immeasurably to the success of the Institute.

The proposal for the Institute was developed by Miss Eleanor Ahlers, professor, School of Librarianship, with the help of Dr. Richard Hawk, assistant professor, College of Education, and Mrs. Bea Warfield, Director, Instructional Materials and Libraries, Highline Public Schools. From the beginning this was planned as a three-pronged administrative effort. After the acceptance and funding of the proposal, this administrative group of three was increased to five to include Mr. Eugene Friese, Coordinator of School Libraries, and Mr. Robert Irvine, Assistant Director, Instructional Resources Center, Highline Public Schools. The sixth member of this advisory committee who helped in the selection of participants was Mrs. Jean Wieman, Supervisor, Learning Resources Services, Washington State Office of Public Instruction.

Orientation of Students: All inquiries were answered promptly either by form letters or personally by the director and her very efficient secretary, Mrs. Sylvia Dearle. In the evaluation questionnaire (pages 13 - 24) which was administered on the final day of the Institute, twenty-four rated the arrangements and organization of the details of the Institute as excellent and three as good.

Of the twenty-eight who were selected as participants for the Institute, all accepted promptly, all arrived on the day preceding the opening day,

and all remained throughout the two weeks. None of the fourteen alternates was invited to fill a vacancy. Letters of notification were sent to both groups on April 22, 1970. Further letters of information were sent to the participants on May 6 and June 25. With these letters information sheets about housing, admissions, summer recreation program, etc. were enclosed. There were twenty who rated the pre-Institute information and orientation as excellent, seven as good and one as satisfactory.

The students were asked to get settled into their living quarters at Haggett Hall on the University of Washington campus (nineteen of the twenty-eight lived in this dormitory) on Sunday preceding the opening day. At 3:30 that afternoon a social hour was planned in the Coffee House, McMahon Hall, on the campus. All twenty-eight were present to meet the staff and faculty, to become acquainted with one another, to receive registration packets and notebooks with materials, as well as a brief orientation to the Institute program. Several members of the faculty of the School of Librarianship also attended this get-acquainted party. Dr. Hawk gave a beautiful multimedia presentation of his flight over the Grand Canyon. There were twenty-two who rated this opening social period as very enjoyable. Most expressed great enthusiasm for this opportunity to become acquainted and to have their packets of materials to examine that evening.

Sources of Evaluation of the Institute: All aspects of the program, facilities, staff, materials and equipment, courses, living quarters and transportation were evaluated by the participants by means of a very comprehensive questionnaire administered the final day. Checklists were provided and comments were invited. Along with the many laudatory comments were some constructive criticisms, all of which were relayed to all five members of the professional staff. (Numerical summaries and representative comments are shown on pages 13 - 24.)

Students were evaluated informally in conferences and were rated on an appraisal form by the two instructors and the director, each of whom wrote his evaluative comments individually.

Finally, the professional staff discussed both the information gleaned from the students' evaluation forms and the student ratings made by the faculty. The strengths and weaknesses and conclusions included in this report represent the combined thinking of this group.

INSTRUCTIONAL PROGRAM

The Institute program was rated as very practical by twenty-five of the participants, and all twenty-eight indicated that the purposes and objectives as stated earlier had been realized to a great degree. Five indicated that the content and activities of the Institute would be of immediate benefit, five indicated long-range benefits, and nineteen checked a combination of the two. All but three voted the total work load of the Institute as about right.

Courses: EDC&I 481, Practicum in Learning Resources, was rated as practical in terms of need by twenty-five students and somewhat practical

by three. All thought it was useful in bringing them up to date in the field and that the lab periods were very helpful. Twenty-two indicated that the time allotted for lectures was about right and twenty-three that the assignments were also. There were seventeen who rated the length and frequency of lab periods about right but eleven thought they were too short or too few.

Librarianship 485, Seminar in School Library Programs (Nonprint Materials) as taught by Mr. Friese received many complimentary comments. There were twenty-two who rated it as practical and twenty-four who found it useful in bringing them up to date. Although one-fourth of the group thought there was too much lecture time, nineteen thought the time allotted was about right and two considered it not enough time. The students seemed to be divided somewhat in their opinions about the group work and oral presentations. Nine considered it very worthwhile to work together in this way, but eighteen rated it as only somewhat worthwhile.

Field Trips: The arrangements and organization of the three field trips were voted highly satisfactory by all participants. The visits to Valley View School, Highline High School and Glendale Junior High School were rated very satisfactory by sixteen, eighteen and twenty-one respectively. One might guess that the level of work and interest of the students responding determined a very satisfactory or moderately satisfactory vote. The entire day was spent at Glendale in order to have a working acquaintance with closed circuit television. A luncheon of fish and chips was brought in and eaten in the outside classroom, making for a social activity that was enjoyed by all. The other two trips were scheduled for late afternoon each of two days. The bus came early and waited for the riders at the school before returning them to the campus. At Valley View the new open area type of learning resources center in a nongraded team teaching school was explained. At Highline High School the librarian described the program, gave a guided tour, emphasizing the audiovisual areas, and explained the microfilm project, for which the school has had a special purpose grant under Title II of the ESEA.

Lecturers: Since no names of outside speakers were written into the questionnaire, reactions to the three, plus the two supervisors of learning resources in the State Office of Public Instruction, were brought out in comments. They all appreciated the work involved in setting up the multimedia presentation on the library of the future, but a number had seen this program of Boyd Bolvin's before. Many indicated that they learned a great deal from Dr. Lieberman's slide presentation of bibliographic sources for audiovisual materials and were pleased to receive the printed list of these sources. The most exciting speaker as rated by many was Mr. Sheldon Renan, Director, Pacific Film Archives, University Art Museum, University of California, Berkeley, who was an unexpected visitor and a long-time friend of one of the participants, who introduced him. Many commented favorably on his youthful viewpoint and knowledge of films and their use by teachers and librarians.

STAFF

Students were asked to rate the communication with the director and staff. Twenty-four checked excellent, three good, and one satisfactory. This high rating was achieved because all members of the staff chatted informally at coffee during the morning break and with different individuals or small groups at lunch in nearby restaurants. Miss Ahlers and Mrs. Warfield made a particular effort to confer individually with each participant. Miss Ahlers entertained the entire group at a dessert party in her apartment one evening; this affair was rated as very enjoyable by all.

In the rating of the two instructors, twenty-six students thought they were excellent. Such terms as patient, understanding, knowledgeable, well organized were used in describing not only Mr. Friese and Dr. Hawk, but also Mr. Irvine. The director and consultants were termed gracious, well organized, considerate, perceptive. The secretaries, lab assistant, graphics artist and other staff members at the District Center were described as patient, helpful and cooperative. Several commented on the fine example of teamwork and the friendly spirit throughout. Ratings of all staff members were consistently high. (Representative comments are given on pages 16 - 18.)

FACILITIES, MATERIALS AND EQUIPMENT

Although the physical quarters, the large collections of all types of print and nonprint materials, and the variety and duplication of pieces of equipment, with space for viewing and listening individually or in small groups, were outstanding and easily accessible together in one building, there were some specific comments and criticisms worthy of notice.

Facilities: Eleven checked the classroom as excellent and fourteen as good; sixteen rated the work, study and lab areas as excellent and nine as good. There were several, however, who commented on poor ventilation and crowded quarters. Since there was no locker or cupboard space for individual use, the tables which seated four each in the classroom were inadequate for storing "all our paraphernalia" as one student expressed it. Others commented that they were happy with the facilities and thought they were great.

Materials: Even though the emphasis on this particular Institute was on nonprint materials, the students were asked to answer two questions on printed materials. In reply to the usefulness of the collection of print materials in the Center, twenty thought they were useful to a great degree and eight to a moderate degree. In rating the give-away materials (purchased, reproduced, free catalogs, etc.) eighteen thought they were excellent and eight good. At least two commented on the lack of time to really know what materials were there, or to read or make use of them.

The use of audiovisual materials throughout the Institute was rated as excellent by twenty-seven and satisfactory by one. The

collection at the Center was rated excellent by twenty-six and good by two. Several wrote in comments such as excellent, exciting, vast, more than there was time to use, fortunate to be able to use them. One suggested that better guidelines to the location of items would be helpful.

Equipment: The audiovisual equipment received an excellent rating from twenty-five respondents, good from two, and satisfactory from one. Students appreciated the privilege of checking out small pieces of equipment to carry home for evening viewing and listening, although the comment was made that the bus stop on campus was so far from the dormitory that heavy loads were difficult. Identification of some pieces of equipment and location of them at the start would have facilitated use, and of course more pieces of production equipment would have helped lessen some crowded areas.

LIVING QUARTERS, TRANSPORTATION, RECREATION

These last three topics are grouped together because they are on the periphery of the program and work of the Institute.

Living Quarters: Of the nineteen who lived in the campus dormitory, eight thought the accommodations were excellent, nine good, and two satisfactory. They liked the time spent together at meals and informally talking and working together. Most of them thought the food was very good, but there were a few complaints that sometimes it was not hot. Maid service was not rated high, and an insufficient number of towels was another minor complaint. In reply to the question about living away from the campus, eight considered it satisfactory and six not. Since only nine did not live at the dormitory, it is not possible to determine who voted which way. There were a number of comments made about the advantages of living with the group on campus, both from the social angle and the group work. Several felt it should have been an absolute requirement.

Transportation: The bus service from the campus nearly twenty miles to the Highline Center was rated as excellent by eighteen of the twenty-three who rode it each day and good by the remaining five. The drivers were courteous, careful and prompt (with only two exceptions in ten trips). It was a fun and relaxing time each day.

Recreational Activities: Everyone enjoyed the dessert party at the director's home and the coffee breaks morning and afternoon. Twenty-two thought the opening social and orientation hour was very enjoyable. The few who took the University evening boat trip to the Salmon Bake were extremely enthusiastic about it. Seventeen rated the several planned special luncheons as very enjoyable, while ten voted moderately so. The consensus seemed to be that the number of planned recreational activities was about right.

Institute for School Librarians
University of Washington
July 17, 1970

EVALUATION OF THE INSTITUTE

Instructions: Check only one choice in each list. In addition to the specific requests for comments and suggestions, please add comments or qualifications with respect to your answer, as you consider necessary. Use space on the last page for additional free comments. Signature is not required.

A. General questions

1. Was the Institute practical in terms of your needs?

   25 Very much 3 Somewhat ___ Very little ___ Not at all

2. How did you find communication with the director and staff members?

   24 Excellent 3 Good 1 Satisfactory ___ Unsatisfactory

3. To what degree were the stated purposes and objectives of the Institute program realized?

   28 To a great degree ___ To a moderate degree ___ To a small degree

4. In relation to your school assignment do you feel the content and activities of the Institute to be:

   5 Of immediate benefit 5 Introductory to long-range benefits

   19 A combination of the two ___ Of limited benefit

5. What is your opinion of the total work load of the Institute?

   24 About right 3 Too heavy ___ Too light

6. How would you rate pre-Institute information and orientation?

   20 Excellent 7 Good 1 Satisfactory ___ Unsatisfactory

7. How do you rate the arrangements and organization of the details of the Institute?

   24 Excellent 3 Good ___ Satisfactory ___ Unsatisfactory

8. Rate the adequacy of instructors and/or technicians to provide assistance when needed.

   27 Excellent 1 Good ___ Satisfactory ___ Unsatisfactory

A. General questions (continued)

Representative comments and suggestions on some of the above items:

"Three of our school faculty members and myself have already planned three curriculum-related programs which are directly related to our in-class work here."

B. Program of instruction

1. Presentations by outside speakers. Were they helpful in interpreting the subject, bringing new ideas, or presenting a broad outlook?

   12 To a great degree 14 To a moderate degree 1 To a small degree

2. How were the lengths of the class periods?

   24 About right 4 Too long ___ Too short

3. Did the committee project reports provide you with helpful ideas?

   19 Very much 9 Somewhat ___ Very little

4. Field trips. Were they practical in terms of your needs and/or interests?

   Glendale Junior High School:

   21 Very satisfactory 7 Moderately ___ Not worthwhile

   Highline High School:

   18 Very satisfactory 10 Moderately ___ Not worthwhile

   Valley View School:

   16 Very satisfactory 11 Moderately ___ Not worthwhile

Were the arrangements and organization of the field trips satisfactory?

27 Yes ___ No

Were enough field trips planned? 27 Yes 1 No

If no, what other types of field trips would you have liked?

Comments and suggestions:

"I enjoyed seeing the work and projects of the other participants."

"Having the projects in 481 and 485 tie together was also very valuable and makes the Institute more worthwhile."

C. Courses

1. EDC&I 481, Practicum in Learning Resources

Was it practical in terms of your needs?

25 Very much 3 Somewhat ___ Very little

Was it useful in bringing you up-to-date in the field?

28 Very much ___ Somewhat ___ Very little

Was the lecture time allotted for this course in relation to lab time:

22 About right 5 Too much 1 Not enough

Were the lab periods helpful?

28 Very much ___ Somewhat ___ Very little

Were the length and frequency of lab periods:

17 About right 9 Too short 2 Too few 1 Too many

Were the assignments for this course:

23 About right ___ Too few 4 Too many

Comments and suggestions about this course:

"Excellent instruction and lectures but not enough time to handle all equipment with ease. I'd like to feel free to use more materials and time to practice what I learn."

"If we had had several small group demonstrations in the introduction of the machines/equipment, we would have been better off originally. The instructor was most helpful."

"Mid-course evaluation resolved problems."

"Suggestions for practical application (making tapes, slides, etc.) were very helpful."

"Would like more structure in small groups to learn on a planned rotation basis. Too short a time to grasp meaning of technical processes and the particular machine's versatility."

"In the two weeks I think we got a tremendous amount out of the 481. I got many 'neat' ideas for things to do at school. I liked the way it was left open-ended so that people could work at their own speed depending on how much prior exposure they had had. Dr. Hawk's explanations were very clear and it was great to have someone with his attitudes and abilities giving the course."

2. Libr. 485, Seminar in School Library Programs (nonprint Materials)

Was it practical in terms of your needs?

22 Very much 6 Somewhat ___ Very little

Was it useful in bringing you up-to-date in the field?

24 Very much 4 Somewhat ___ Very little

Was the lecture time allotted for this course in relation to the small group or individual activities:

19 About right 7 Too much 2 Not enough

Was it worthwhile to work together on group presentations?

9 Very much 18 Somewhat 1 Very little

Were the assignments for this course:

20 About right ___ Too few 8 Too many

Comments and suggestions about this course:

"In my opinion, every presentation or lecture by Mr. Friese was well organized, showed definite planning and foresight, and gave us needed information plus inspiration and enthusiasm."

"I have gained more from working in a group than I would have doing a project by myself and feel the group projects were excellent learning experiences for the participants."

"I felt too much emphasis was put on the group work. We spent so much time together that it tended to isolate us from others and limited us from becoming really well acquainted with very many outside our group."

"Time spent in a group presentation could have been better spent examining materials and previewing."

"Can hardly wait to get to school to use some of the materials, techniques, and methods introduced."

D. Staff

1. Faculty

Rate the following with respect to instruction, consultant services, effectiveness of contribution, etc.

Instructors of the two courses:

26 Excellent 2 Good ___ Satisfactory ___ Unsatisfactory

D. Staff (continued)

Director and consultants:

26 Excellent 2 Good ___Satisfactory ___Unsatisfactory

Comments and suggestions:

"Mr. Irvine gave well-organized, planned, purposeful demonstrations. Miss Ahlers was thoughtful and considerate regarding length of instruction sessions, constantly checked on transportation needs and other details, and talked with a good many members. Mrs. Warfield and her staff were most gracious, cooperative."

"I like Dr. Hawk's perceptions about the role of hardware in the learning program - that it's a tool and not the 'end all' and 'be all' of education. He has a wide range of technical knowledge and competency. He understands the librarians' education and role. Like his explanations, philosophy and voice."

"Mr. Friese's evaluation of prepared materials for each type of media was one of the most helpful things in the institute. Delightful presentations and sense of humor."

"The teamwork of the entire staff both professional and non-professional was super. I just wish all the schools could witness this harmony! Beautiful coordination."

2. Visiting lecturers

Rate the effectiveness of the visiting speakers and their contribution:

10 Excellent 12 Good 4 Satisfactory ___Unsatisfactory

Rate the number of visiting speakers:

22 Just about right 5 Too many ___Too few

Comments and suggestions:

"Both Boyd Bolvin and Dr. Lieberman were very good, but Sheldon Renan was the high spot of the Institute."

"Gratified about the contribution of Sheldon Renan who is outside our 'establishment' but had much validity, freshness and insight to give us. We need to know more about production techniques of film, the uses and impact of film."

"Dr. Lieberman's bibliography of AV resources is one of the most valuable contributions of the conference -- also the slide tape program on these indexes."

D. Staff (continued)

3. Other staff members

Rate the services provided.

Production personnel:

25 Excellent 2 Good ___Satisfactory ___Unsatisfactory

Secretary and clerk:

27 Excellent 1 Good ___Satisfactory ___Unsatisfactory

Lab assistants:

23 Excellent 4 Good 1 Satisfactory ___Unsatisfactory

Comments and suggestions:

"These people were outstandingly patient and friendly and helpful."

"An institute such as this could not be carried on without these staff members. Cooperation with class, all of the assistance to groups was outstanding."

"Can't say enough wonderful things about this staff. They have just been tremendous in their help, knowledge and willingness to assist. They made the lab periods function extremely well."

E. Materials and Equipment

1. Print materials

Was the collection of print materials at the IMC useful?

20 To a great degree 8 To a moderate degree ___To a small degree

Rate the give-away materials (purchased, reproduced, etc.) for participants:

18 Excellent 8 Good 2 Satisfactory ___Unsatisfactory

Comments and suggestions:

"Free catalogs, pamphlets, booklets, bibliographies were given which will prove helpful."

"The availability of so much material to a large group of outsiders was tremendous!"

E. Materials and Equipment (continued)

2. AV materials

Rate the use of AV materials throughout the Institute:

27 Excellent ____Good 1 Satisfactory ____Unsatisfactory

Rate the collection of AV materials at the IMC:

26 Excellent 2 Good ____Satisfactory ____Unsatisfactory

Comments and suggestions:

"Materials available were most adequate. I was impressed with the vast collection."

"The most exciting collection I've seen or heard about."

3. Equipment

Rate the availability, quanitiy and quality of AV equipment:

25 Excellent 3 Good ____Satisfactory ____Unsatisfactory

Comments and suggestions:

"Having the Institute at Highline rather than on campus added a great deal to its success. Being able to use the wide range of materials and equipment was wonderful. Also seeing how well organized they are and how they have everything set up was valuable. Appreciated being able to check both materials and equipment out to take home and having the lab in Miller Hall open so much."

"I could almost always find a machine of whatever type I needed when I needed it."

F. Living quarters

1. Dormitory accommodations and food:

8 Excellent 9 Good 2 Satisfactory ____Unsatisfactory

Comments and suggestions:

"We were there so little that minor inconveniences were not important. For the price - it was great."

"It was very good to have so many of us living together. The food was very good."

F. Living quarters (continued)

2. Living away from the campus:

8 Satisfactory 6 Unsatisfactory

Comments and suggestions:

"Would certainly plan to live with group if attending another Institute. Family demands at home cut into work time."

"I feel that everyone should have been required to live at the dormitory. Our group activity would have been expedited if we had all been in one place and I also think it would have created a closer circle to have all lived together."

G. Transportation

Rate the bus service to and from the campus and on field trips:

18 Excellent 5 Good ___Satisfactory ___Unsatisfactory

Comments and suggestions:

"It was interesting to see the city and relaxing to have the ride together."

"All of our drivers were friendly and the buses were excellent."

H. Institute physical facilities

1. Classroom:

11 Excellent 14 Good 2 Satisfactory ___Unsatisfactory

2. Work, study, lab areas:

16 Excellent 9 Good 1 Satisfactory ___Unsatisfactory

Comments and suggestions on this section:

"In some cases we needed a little more space to work - especially in lab areas."

"Space limitations made it difficult to find a spot for some activities, but good use was made of the space available."

"Sometimes tight conditions lend to getting to know people."

I. Recreational activities (leave blank if not a participant)

1. University boat trip and salmon bake:	7	Very enjoyable		Moderately		Not worthwhile		
2. Coffee breaks:	27	"		"		"	"	
3. Director's dessert party:	27	"		"		"	"	
4. Opening social hour:	22	"	3	"	1	"	"	
5. Special luncheons:	17	"	10	"		"	"	
6. Number of planned activities:	17	"	1	"		"	"	

Comments and suggestions relating to any of the above activities:

"All social events added benefits, socially or culturally, to the Institute."

"Appreciated the thoughtfulness of Miss Ahlers and the faculty in making us all feel at home and wanting us to have a good time from our arrival on Sunday on to today."

"Sufficient planned activities."

J. Write on the following:

1. What was the most significant thing that happened to you during the Institute?

"The possibilities I see for implementation within our district and my own school."

"The loss of apprehension in handling AV equipment and producing of materials."

"Before I came I only had a 'smattering' of knowledge about nonbook materials. This Institute really expanded that knowledge and for the first time I feel fairly comfortable using many of these materials."

"I think I made very significant gains in my confidence about using AV equipment and producing materials and/or programs to meet special needs of my library situation."

"The equipment/materials presentation was so well organized that I could follow through and visualize how to use them on my own job with no doubt about what to do next. That was my objective for coming and it was fulfilled neatly!"

"The strong, focused impact of the multimedia concept and range of materials and equipment currently available."

J. Write on the following: (continued)

2. What will you do differently or innovatively when you return to your work in the fall?

"I will be able to make use of our district materials center more effectively and offer suggestions about purchasing equipment."

"Try to share information with teachers and principal; use more audiovisual equipment more confidently; help teachers and students use AV materials and equipment to prepare their own things; try to individualize library activities with plenty of pre-planning."

"I will work to get enough AV material and equipment so students will be able to have access to both. I will promote their use very actively."

"I am returning to a library which needs remodeling, diversification of program, and more flexibility of use. I think I have many new ideas and resources which will help me to do my part to promote program improvement."

"I will try to plan with teachers new ways of using the materials and equipment which we have. The use of cassettes, the overhead, dry mount press, etc., should be easier and I should be more effective as a librarian."

"I'll begin an inservice training program for our district. I'll prepare better materials and promote their usage."

"Try to get more use of the equipment we have plus try for more. Add some of the outstanding software I have seen."

3. What features of the Institute seemed unique to you?

"Having it in a school district IRC. The wonderful help of their staff as well as the Institute faculty."

"The dessert at Miss Ahlers' apartment, the bus arrangement, the use of such wonderful facilities to work in."

"The whole idea of uniting the School of Education program and Library School program."

"Finding a center and staff capable of accommodating this size group -- and willing to disrupt activities for two weeks."

"I think the extreme helpfulness of everyone concerned and lack of outside pressure was unique to my personal experience. No question was too stupid to be asked. No request for help or materials was ever considered out of order."

J. 3. What features of the Institute seemed unique to you? (continued)

"The opportunity to observe and work in a resource center like this one. The staff organization, the collection of resources, and most especially the dedication to providing services for the learning programs of the district are a stimulus to go and <u>try</u> to do 'likewise."

"No grades! I <u>enjoyed</u> learning and explored areas I felt I would use most in view of our school equipment, faculty, curriculum and number of students."

"Practical (most practical course I've taken). Faculty and director so gracious and thoughtful. Well planned!

4. Is there value in having follow-up activities relating to the Institute? If so, specify what types of activities.

"Since so many of us are in the area it would be most interesting to meet together next spring and discuss what each has been able to accomplish since the Institute."

"An advanced institute that took up where this left off would be great!"

"It might be fun to have some kind of a get-together as a group in a year or so. Or send a note asking for current information on their activities from each participant and compiling into a little newsletter to mail out to keep us in touch once again."

"Could there be something like a quarterly newsletter with members telling specifically of adaptations they have made as a result of the Institute?"

K. Final questions

1. Based on the ratings you have made throughout the questionnaire, please rate the Institute as a whole by circling the appropriate number, with #1 as the highest rating and #7 as the lowest.

<u>Institute rating</u>

<u>25</u> 1 <u>3</u> 2 ___3 ___4 ___5 ___6 ___7

2. Free comments

Make any final comments if you desire.

"Felt that contact with other people in the field and exposure to many different approaches, ideas and personalities was most interesting and stimulating."

"This was by far the most valuable educational experience I've had."

K. 2. Free comments (continued)

"I'm happy to have been included in this Institute of continuing education for librarians who all too frequently are quite 'alone' in their own building situations. Knowledge of new machines, materials print to nonprint and trips to various libraries give new ideas and strengthen morale."

"I think I'll be more creative after an Institute such as this. I know I'm excited about getting back and using some of the ideas, etc. Enjoyed particularly the stimulation of the other participants."

"I feel that this is by far the best way to train people in the use of nonbook materials and equipment - a concentrated short dosage. It seemed about right in terms of time - we could not have accomplished much in one week, but a longer term would have been too much."

"It seems to me that many hours of planning must surely have borne sweet fruit for this institute. I have been constantly amazed by congeniality of the staff and participants. The personality of the director, Miss Ahlers, is truly something to behold. Her special way of showing interest in others and doing so much for them is wonderful. She was truly interested in everyone of us. Capable instructors made the courses move swiftly and the fantastic facilities and equipment of the Highline IRC and staff jelled the entire two weeks into a most happy and fruitful experience. I shall always feel I have gained tremendously from this program."

IV CONCLUSIONS

One hopes to effect change in participants in a program of this type -- change in behavior, in performance, in understanding. In order to learn from the participants about their personal reactions, several questions requiring write-in answers were included in the evaluative questionnaire. (Representative answers are quoted on pages 21 - 24.)

In reply to the question, "What was the most significant thing that happened to you during the Institute?" all twenty-eight wrote something, ranging from perceptive and detailed comments to very brief statements. The majority expressed pleasure that they found they were less apprehensive about handling audiovisual equipment and that they now had a good introduction to the production of local materials, particularly the three processes for making transparencies. In fact there were some eighteen comments in the area of skills acquired in handling equipment and production machines. At least three persons emphasized the opportunity for meeting and exchanging ideas with the other librarians in the Institute; several others praised the two instructors, Dr. Hawk and Mr. Friese, for their methods of instruction and their genuine concern for the students.

The question, "What will you do differently or innovatively when you return to your work in the fall?" elicited replies from all twenty-eight, some of whom enumerated several activities. Perhaps the most encouraging plans were those concerning the sharing of information with teachers, principals and students, and planning inservice programs and individualization of library activities. Others related to more active participation in the selection and ordering of many kinds of new media and promoting their use; of expanding a traditional library into a true media center; of developing more flexibility of use and diversification of program; of working toward a district materials center.

For the third write-in question, "What features of the Institute seemed unique to you?" all replied and the variety of responses was interesting and in some cases amusing. At least a dozen emphasized the setting in the Highline Instructional Resources Center and the resources, both physical and human, made so generously available to every one. Other aspects emphasized included the following: the intense interest and "feeling of purpose" on the part of everyone and the exceptional quality of the group, the opportunity to actually use the equipment and materials, the vast resources available, the good bus transportation, the warm atmosphere and friendliness throughout, the group work, the practical aspects of the program.

Then, finally, students were asked to rate the Institute as a whole from the highest rating of one to the lowest of seven. Twenty-five rated it one and three rated it two. The final list of more than twenty comments

were repetitious of some already stated in reply to other questions, but again emphases were on the contact and fellowship of other people in the field, the stimulation of participants and staff, the organization, the friendly atmosphere, the outstanding staff. A great deal of appreciation was expressed that they had been the particular ones chosen to share this wonderful learning experience.

Those who planned the Institute were interested, of course, in the participants' reactions to the value of having follow-up activities. Twenty-four replied to a question in this area and all replied affirmatively. Some were not sure what type of activity to suggest but many indicated interest in a group get-together next spring to share accomplishments; a large number would like newsletters; several suggested an advanced institute based on this first one; others would like the chance to visit and evaluate other centers. The director and her staff will attempt to produce a newsletter during the year and hope to bring most of the group together, perhaps at the State conference of school librarians in March.

Strengths of the Institute: Based on the evaluations made by the participants and the staff, the following strengths were identified:

1. The organization, administration and leadership throughout. Careful writing of the original proposal and pre-planning with the advisory committee (later to become the staff), plus several program planning sessions during the spring and early summer, were well worth the time.

2. The close rapport felt by the participants not only with the director and consultants and faculty, but also with all other members of the clerical and technical staff. The warm and friendly atmosphere, plus patience and consideration shown by all, were stressed repeatedly.

3. The careful selection of the participants. One stated that it was amazing that "twenty-eight strangers could have been so carefully chosen to work and live closely and enjoy themselves so much for two weeks. An exceptional group, reflecting careful selection by the committee."

4. The quality of the instructors and other staff members. Each made a unique contribution and all were appreciated as stimulating teachers, consultants and laboratory assistants.

5. The number and quality of visiting lecturers, field trips, and recreational activities. Although there were some critical comments, most rated these aspects of the Institute program very well.

6. The quantity and quality of all types of new media for listening and viewing, and for up-to-date equipment -- all available at the Highline Center. In addition, some brand new items were on display or demonstrated by several producers.

7. The transportation by bus nearly forty miles round trip each day from the University campus to the Highline Center. There was almost no waiting either in the morning or afternoon; the buses were air conditioned, the drivers courteous, the students prompt.

8. Above all, the tri-partite arrangement and planning as a joint activity of the School of Librarianship and College of Education, University of Washington, with the Highline Public Schools. Without the facilities and resources of the Highline Instructional Resources Center, an Institute of this type could not have been possible. The students absorbed the space, equipment, materials and staff almost completely during the two-week period.

Weaknesses of the Institute: Weaknesses were not major, but a few criticisms could be considered as such. They included:

1. The lack of small group learning activities at the beginning of the first week. Some needed special help with equipment, and this was not identified immediately.

2. The amount of time spent on preparing group presentations. Some thought they would have appreciated more time for individual projects and that all did not contribute equally in group work. (This was not a criticism by a large number, however.)

3. The long class sessions involving lectures for the most part (on some occasions) when time was vitally needed for small group and individual examination of materials, handling of equipment and production machines.

4. The lack of a requirement for every one to live in the campus dormitory. The nineteen who had housing there thought it extremely worthwhile. There were several who lived at home and felt home duties interfered. A few commented that it was difficult to find time for groups to meet in the evening when time was needed in preparing presentations, since some were not available.

Miscellaneous comments: The following specific aspects were suggested for evaluation in the report:

1. Major problems encountered and solutions. There were none.

2. Objectives and goals. Almost all participants thought they were carried out well.

3. Grade levels included. Although there were advantages in having both elementary and secondary librarians in the group and it was possible to group them for some activities at their interest level, field trips and some class work would have been more

effective if the entire group had been composed of elementary or secondary, and not both.

4. Beginning dates. Seemed a good time for school personnel to have the Institute.

5. Number of weeks. Perhaps three weeks would have given more time for preparation of bibliographies and all the listening and viewing time needed, as well as increased proficiency with equipment.

6. Participants. For this type of program, twenty-four would have placed less congestion on equipment.

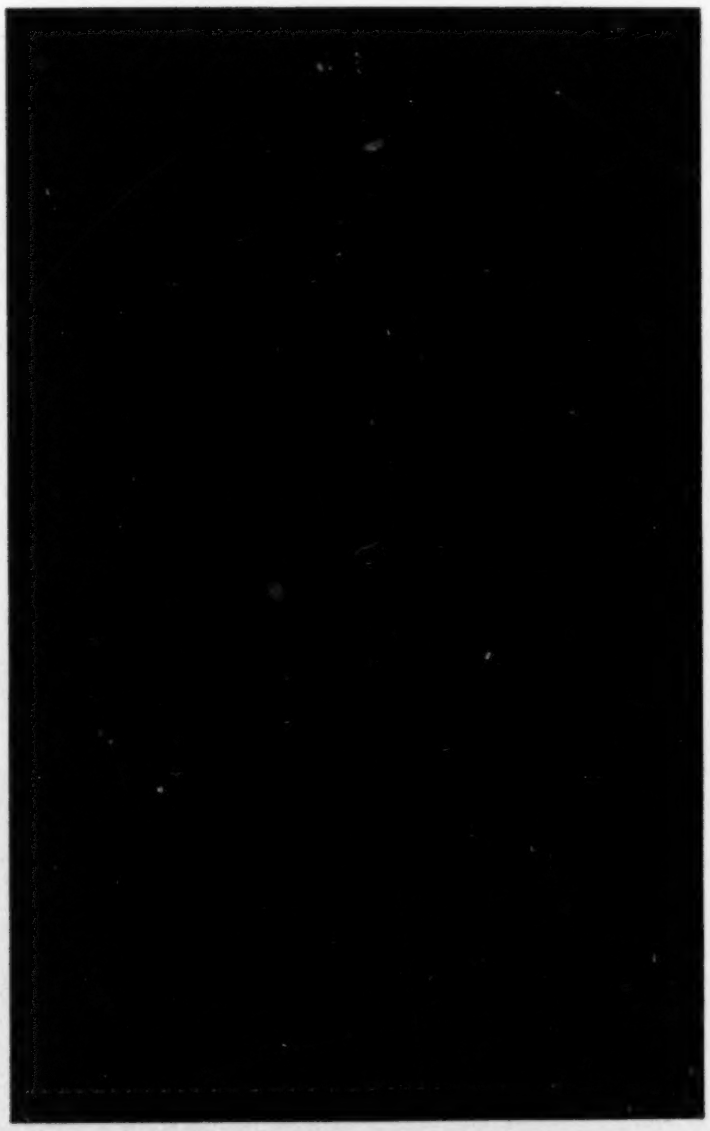
7. Distribution of time. All right for the most part, although some thought class lecture time occasionally took from needed lab time.

8. Content vs. skills. Since this particular Institute was planned to emphasize the acquiring of new skills and developing additional competencies, the strong emphasis on skills seemed right.

9. Ratio of staff. It seemed about right.

10. Budget. The budget was carefully planned and came out all right. It was distressing to have it cut from the original proposal, but no major problems arose.

11. The potential impact of the Institute. In a public relations area, the impact on the regular academic year programs was tremendous. It pointed up the need for more and more integrative efforts between librarianship courses and those in instructional technology in education.



EXPANDED CONCEPTS OF THE

SCHOOL LIBRARY MEDIA CENTER

AN INSTITUTE FOR TRAINING IN LIBRARIANSHIP

JULY 6–17, 1970
UNIVERSITY OF WASHINGTON
SEATTLE, WASHINGTON 98105

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EXPANDED CONCEPTS OF THE SCHOOL LIBRARY MEDIA CENTER

OBJECTIVES

The objectives of this Institute are:

1. To help the school librarian with little audiovisual preparation to become knowledgeable about audiovisual materials and equipment through
   a. developing ease with hardware
   b. examining nonbook media—their selection, processing, and utilization
   c. learning simple techniques in the production of materials

2. To assist the school librarian, who will learn about new kinds of materials and equipment, in helping teachers do a more effective job in the classroom

3. To give the school librarian competence in assisting all children, particularly the non–print-oriented children, in their learning

4. To provide the school librarian with the necessary skills to assist students in self-instruction and independent study by means of new media

5. To aid the book-oriented school librarian in becoming qualified for evaluation under the new Washington State certification and for similar changes in certification in nearby states.

This Institute is in compliance with Title VI of the Civil Rights Act of 1964 and does not discriminate on the basis of race, color, or national origin.

CRITERIA FOR ELIGIBILITY OF PARTICIPANTS

The Institute is designed for twenty-eight public or private elementary and secondary school librarians whose eligibility has been based on the following:

1. A fifth-year degree in librarianship or equivalent

2. Position as a practicing librarian in an elementary or secondary school

3. Previous academic credit for no more than two courses in audiovisual materials and equipment

4. No attendance in the past five years at a workshop or institute in librarianship or the media field

5. Evidence of continuing employment as a school librarian or media specialist in a public or private school for the academic year 1970–71

Although school librarians from the Pacific Northwest will be eligible, the needs of Washington State will be emphasized.

CREDIT

Participants may enroll for academic credit and may earn 5 quarter credits if they have qualified for, and been officially admitted to, the Graduate School of the University of Washington prior to registration for the Institute.

PROGRAM

Under the basic schedule, the mornings (8:30–12:00) will include a course in instructional technology and media, Practicum in Learning Resources (EDC&I 481), taught by Dr. Richard Hawk. This course will consist of lectures, discussion, and laboratory sessions on production of materials and use of equipment, etc. In the first of the afternoon sessions (1:00–3:00), Eugene Friese will serve as instructor for Librarianship 485, Seminar in Library Programs, which deals with nonprint materials and services. Content of this course will include standards and criteria for the selection and use of nonprint materials, examination of new materials, and use of the technical processing center and staff in the practice of cataloging and processing such materials.

The 3:00–4:30 p.m. time period will generally be used for laboratory work in the preparation of materials and use of equipment. There will be three scheduled field trips to schools in the district during this block of time. The production of materials in Dr. Hawk's class is intended to relate to the study and use of such materials in Mr. Friese's course. The field trips to the schools will demonstrate in a practical way the technological aspects of Dr. Hawk's class and the audio-visual materials of Mr. Friese's.

Both courses will be offered on a pass/fail basis, but students will be given regular assignments and required to complete work commensurate with University standards both in quantity and quality.

EXPANDED CONCEPTS OF THE SCHOOL LIBRARY MEDIA CENTER/APPLICATION REQUEST

Please complete and return this form by April 6 to:

University of Washington
School of Librarianship
Institute for School Librarians
Miss Eleanor E. Ahlers, Director
133 Suzzallo Library
Seattle, Washington 98105

Completion of this form does not constitute an application, only a request for application forms.

Name _____

Street _____

City _____ State _____ Zip Code _____

Name of school where presently employed _____

Address _____

Earned degree(s) _____ College or university _____

Number of hours in library science: Semester _____ Quarters _____

University of Washington
Institute for School Librarians
Eleanor E. Ahlers, Director
133 Suzzallo Library
Seattle, Washington 98105

Conducted under a grant from the U.S. Office of Education,
Title II-B, Higher Education Act of 1965,
P.L. 89-329, as amended.

STAFF

MISS ELEANOR E. AHLERS, Director of the Institute, Associate Professor of Librarianship, University of Washington

DR. RICHARD HAWK, Assistant Director of the Institute, Assistant Professor of Education, University of Washington

EUGENE FRIESE, Coordinator, Library Services, Highline Public Schools

MRS. BEA WARFIELD, Director, Instructional Materials and Libraries, Highline Public Schools

STIPENDS

Librarians from both public and private schools shall be eligible to receive stipends of $75.00 per week plus $15.00 per week for each dependent. Although participants are exempt from payment of tuition, they are responsible for the cost of room and board, travel, books, and any other expenses they may have.

FACILITIES

All classes will be held at the Highline School District Instructional Materials Center, located approximately eighteen miles from the University of Washington campus. Participants will be bussed each day to and from their dormitories on the campus. The Highline School District covers an area of 31 square miles south of Seattle. At present, approximately 1,400 elementary and secondary teachers and 30,000 students are served from this District Center, which has gained state, regional, and even national recognition.

Use of the Highline Center affords a good physical facility where practicum can be assured in the production of materials as well as in the organization and processing operations. The most up-to-date equipment is available, as are a specially equipped classroom, use of the many aspects of the Center by participants, and a nearby school if additional facilities are required.

HOUSING

Arrangements have been made for participants to live in University residence halls. The cost per person for the two-week period for a double room and meals will be $72.40; for a single room, $90.40. This includes breakfast and dinner on weekdays, three meals on Saturday, July 11, and two meals on Sunday, July 12. All participants will live in University housing except for the few in the vicinity who can easily attend evening seminars and other activities. Busses will be provided by the Institute for transportation to and from the daily sessions.

RECREATION

Many recreation opportunities are available for the weekend and evenings during the Institute. The Summer Quarter at the University sponsors group tours to nearby places of interest, and other arrangements may be made later for the participants.

Institute for School Librarians
School of Librarianship
University of Washington
Seattle, Washington 98105

APPLICATION STATISTICS

Approximate number of brochures mailed through mailing lists and group mailings		1400
Number of individual requests from potential applicants to be sent brochure	230	
Sent brochures	145	145
Sent rejection letter because out-of-area	85	
Total brochures mailed		1545
Number of brochure forms returned requesting application forms		152
Sent application forms	93	
Sent rejection letter because of lack of credits	59	
Number of completed applications returned		75
Number of first-rank applicants		74
Number of applicants who were offered admission but declined		0
Number of selected applicants (participants)		28
Number of dependents claimed by participants		27
Number of alternates selected		14

APPENDIX A

Institute for School Librarians

July 6-17, 1970

PARTICIPANTS

Participant	Home Address	School Address	No. of Dependents
Andresen, Mrs. Anastasia	5911 - 59th NE Seattle, Wash. 98105	Sacred Heart Villa 5001 NE 50th St. Seattle, Wash. 98105	1
Black, Mrs. Susan	1106 - 162nd St. NE Bellevue, Wash. 98004	Clyde Hill Elem. School 9601 NE 24th St. Bellevue, Wash. 98004	2
Blunt, Mrs. Jeanette	15527 SE 27th St. Bellevue, Wash. 98004	McMicken Heights Elem. Highline School Dis. 3702 S. 168th St. Seattle, Wash. 98148	0
Borger, Miss Edith	3521 - 116th St. NE Marysville, Wash. 98270	Marysville High School 1513 Seventh St. Marysville, Wash. 98270	0
Brown, Mrs. Jean	1810 "K" St. SE Auburn, Wash. 98002	Sacajawea Jr. H. S. 29930 Maltby Road Federal Way, Wash. 98002	0
Cannon, Mrs. Shirley	Route 1, Box 245 Redmond, Ore. 97756	John Tuck School 209 South 10th Redmond, Ore. 97756	3
Crownover, Mrs. Patricia	1514 Potter Richland, Wash. 99352	Jason Lee Elem. School 1702 Van Giesen Richland, Wash. 99352	4
Cyphers, Mrs. Marietta	1532 West Bonneville Pasco, Wash. 99301	Kennewick High School 500 South Dayton Kennewick, Wash. 99336	1
Finely, Mrs. Jean	Route 6, Box 549 Olympia, Wash. 98501	Garfield Elem. School 325 N. Plymouth Olympia, Wash. 98501	0
Fye, Miss Iris	615 - 14th Ave. E. Seattle, Wash. 98102	Tyee Junior High School 13630 J.G. Allen Road Bellevue, Wash. 98004	0

APPENDIX B

Participant	Home Address	School Address	No. of Dependents
Gold, Mrs. Harriet	7254 - 27th Ave. NE Seattle, Wash. 98115	Alderwood Jr. H.S. Edmonds School Dis. 20000 - 28th W. Alderwood Manor, Wa. 98036	1
Goldstein, Mrs. Helen	16650 SW Monaco Lane Tigard, Ore. 97223	Newberg Public Schools 1400 Deborah Road Newberg, Ore. 97132	0
Gulley, Mrs. Mary Beth	14341 Stone Ave. N. Seattle, Wash. 98133	Cromwell Park Elem. Shoreline School Dis. 18009 Corliss Ave. N. Seattle, Wash. 98133	0
Hammond, Mr. Richard	Route 1, Box 205 Burton, Wash. 98013	Chief Sealth H.S. 2600 SW Thistle Seattle, Wash. 98126	3
Hasegawa, Miss Hilo	10442 - 63rd Ave. S. Seattle, Wash. 98178	Emerson Elem. School 9709 - 60th Ave. S. Seattle, Wash. 98118	0
Johnson, Mrs. Patricia	1307 N. 38th St. Renton, Wash. 98055	Glendale Jr. H. S. Highline School Dis. 1201 S. 104th St. Seattle, Wash. 98168	0
Johnson, Mrs. Virginia	Box 145 Naselle, Wash. 98638	Naselle-Grays River Valley School District Box 46 Naselle, Wash. 98638	0
Lidgate, Miss Doreen	2214 W. Halladay St. Seattle, Wash. 98199	St. Nicholas School 1501 - 10th E. Seattle, Wash. 98102	0
Marshall, Mrs. Leola	7023 - 40th Ave. NE Seattle, Wash. 98115	Pacific School 12th & E. Jefferson Seattle, Wash. 98122	0
Morrison, Miss Eilene	2185 Lakehurst Dr. Bremerton, Wash. 98310	Bremerton School Dis. Burwell & Montgomery Bremerton, Wash. 98310	0
Rakowicz, Mrs. Mary Lou	6210 Bear Way Olympia, Wash. 98501	North Thurston H.S. Sleater-Kinney Road Lacey, Wash. 98501	0

Participant	Home Address	School Address	No. of Dependents
Ricker, Mrs. Ingeborg	5208 Crest Drive Yakima, Wash. 98902	Eisenhower H.S. S. 42nd & Tieton Dr. Yakima, Wash. 98902	1
Roloff, Mrs. Joyce	720 - 14th Way SW Edmonds, Wash. 98020	Shoreline High School Shoreline School Dis 18560 - 1st Ave. NE Seattle, Wash. 98155	0
Smith, Mrs. Rosemary	2131 Willow Place Longview, Wash. 98632	Kelso High School 7th and Church Kelso, Wash. 98626	0
Spangler, Mrs. Charlotte	1410 Washington St. Boise, Idaho 83702	Fairmont Jr. H.S. 2121 N. Cole Road Boise, Idaho 83704	3
Wenberg, Mrs. Louise	5360 - 232nd Ave. SE Issaquah, Wash. 98027	Maywood Jr. H.S. P.O. Box L Issaquah, Wash. 98027	0
Wilde, Mr. J. Patrick	524 North 4th Montpelier, Idaho 83254	Bear Lake High School 633 Washington Ave. Montpelier, Idaho 83254	8
Zimmerman, Mrs. Carolyn	12000 - 2nd Ave. NW Seattle, Wash. 98177	Sunset Elem. School Shoreline School Dis. 17800 - 10th NW Seattle, Wash. 98177	0

Institute for School Librarians
July 6-17, 1970

PARTICIPANTS AND ALTERNATES

Geographical Distribution

Participants		Alternates	
Seattle and vicinity:		Seattle:	
Seattle Public (1 is Special)	3	Public	2
Private	2	Private	1
Shoreline	3		
Highline	2	Bellevue	2
		Bothell, Northshore	1
Bellevue	2	Tacoma	2
Federal Way	1	Everett	1
Issaquah	1	Auburn	1
Edmonds	1		
Olympia	1	Longview	1
Lacey, North Thurston	1	Vancouver	1
Bremerton	1		
		Idaho, Orofino	1
Marysville	1		
Richland	1	Alaska, Anchorage	1
Kennewick	1		14
Naselle	1		
Yakima	1		
Kelso	1		
Oregon:			
Redmond	1		
Newberg	1		
Idaho:			
Boise	1		
Montpelier	1		
	28		

Distribution by Levels

Elementary	7	Elementary	3
Junior High School	7	Junior High School	5
Elem. & Jr. High School	1	High School	5
High School	9	Jr. High School & H.S.	1
Jr. High School & H.S.	1		14
Lib. Supervisor	1		
District Librarian	2		
	28		

APPENDIX B

FORMS AND FORM LETTERS

Copies of the items listed below were included in the official report of the Institute sent to the U.S. Office of Education, September, 1970.

1. Reply to initial inquiries promising that the brochure would be sent
2. Letter indicating ineligibility because of residence away from the Pacific Northwest
3. Letter indicating ineligibility because of too few credits in library science
4. Information and Suggestions for Prospective Applicants
5. Application for Admission
6. Confidential Evaluation Form
7. Letter to applicants indicating incomplete application file
8. Summary and Rating sheets used by Selection Committee
9. Non-selection letter to candidate
10. Appointment as Alternate
11. Appointment as Participant, enclosing Application for Stipend
12. First letter of information to participants, sent May 6, 1970, enclosing Housing Application and Short Questionnaire
13. Letter dated June 25 to participants giving further information
14. Notice to School of Librarianship faculty re Sunday reception
15. Faculty Appraisal form, used by faculty after Institute
16. Letter to participants sent July 31

Institute for School Librarians

July 6-17, 1970

Daily Schedule

July 5

4:00-5:30 - Coffee House, McMahon Hall. Social get-together and film showing, "Hawk Over the Grand Canyon."

July 6

Morning session, 8:30-12:15

Greetings, Mr. George Pasnick, Assistant Superintendent, Business and Plant, Highline Public Schools

Opening remarks and purpose of the Institute - Miss Ahlers

Description of the work of the Highline District IRC and tour - Mrs. Warfield and Mr. Irvine

Multi-media presentation, "Library of the Future" - Dr. Boyd Bolvin, Associate Dean for Learning Resources, Bellevue Community College

Lunch

Afternoon session, 1:15-4:30

Librarianship 485 class and lab - Mr. Friese

July 7

Morning session, 8:30-12:15

Announcements and report on ALA Conference - Miss Ahlers

EDC&I 481 - Dr. Hawk

Lab period - Dr. Hawk and Mr. Irvine

Lunch, with Dr. Lieberman as guest

Afternoon session, 1:15-4:30

Slide presentation on bibliography of audiovisual sources - Dr. Irving Lieberman, Director, School of Librarianship

Librarianship 485 class and lab - Mr. Friese

Evening session, 7:00-8:30 p.m.

Multi-media presentations, Coffee House, McMahon Hall

1. Darlene Myers, student
2. "Concepts" (Kodak) - Jan Jonnson, Courtesy of Photo and Sound Co.
3. Teacher and librarian-made multi-media - Mr. Irvine

Daily Schedule (continued)

July 8

Glendale Junior High School
Morning session, 8:30-12:15
Television discussion - Mr. Irvine and Mr. Robert Wiley

Lunch, picnic style in outdoor classroom

Afternoon session, 1:15-4:30
TV lab work

Librarianship 485 - Mr. Friese

July 9

Morning session, 8:30-12:15
EDC&I 481 and lab - Dr. Hawk

Lunch

Afternoon session, 1:15-4:30
Guest speaker, Mr. Sheldon Renan, Director, Pacific Film Archives, University Art Museum, University of California, Berkeley

Librarianship 485 and lab - Mr. Friese

Evening session, 7:00-9:30 p.m.
Coffee House, McMahon Hall
"Concept 80", example of an instructional system - Tom Cashman, Washington School Supply

Dessert party at Miss Ahlers' home

July 10

Morning session, 8:30-12:15
Announcements and new materials - Miss Ahlers

EDC&I 481 class and lab - Dr. Hawk

Introduction of Supervisors of Learning Resources Services, State Office of Public Instruction - Mr. Tom Hannan and Mrs. Jean Wieman

Lunch

Afternoon session, 1:15-4:30
Librarianship 485 and lab - Mr. Friese

Evening
Boat trip to Blake Island and Salmon Bake, 5:15 - late evening

Daily Schedule (continued)

July 13

Morning session, 8:30-12:15
EDC&I 481 class and lab - Dr. Hawk

Lunch

Afternoon session
Librarianship 485 - Mr. Friese, 1:15-2:30

Field trip to Valley View Elementary School, 3:15-4:30

Evening work if desired in Self-Instructional Lab, College of Education, Miller Hall

July 14

Morning session, 8:30-12:15
Sound filmstrip presentation, "Educational Media" - Miss Ahlers

EDC&I 481 class and lab - Dr. Hawk

Lunch

Afternoon session, 1:15-4:30
Librarianship 485 and lab - Mr. Friese

Evening session, 7:30-9:30
Lab period at Highline IRC for those who desire it

July 15

Morning session, 8:30-12:15
EDC&I 481 class and lab - Dr. Hawk

Lunch

Afternoon session
Librarianship 485 - Mr. Friese, 1:15-3:00

Field trip to Highline High School library and microfilm project, and to district Professional Library, 3:00-4:30

July 16

Morning session, 8:30-12:15
EDC&I 481 class and lab - Dr. Hawk

Lunch

Afternoon session, 1:15-4:30
Presentation of projects, Librarianship 485

Daily Schedule (continued)

July 17

Morning session, 8:30-12:00

Evaluation questionnaire

EDC&I 481 class and lab - Dr. Hawk

Lunch, final social get-together at Sea-Tac Thunderbird Inn

Afternoon session, 2:00-4:30

Presentation of projects

Summary and comments by the faculty and staff

APPENDIX D

UNIVERSITY OF WASHINGTON
INFORMATION SERVICES
SEATTLE, WASHINGTON 98105
TELEPHONE · 543-2580

FOR RELEASE

Immediately

Library Institute

The University of Washington has received a grant of $23,098 from the U.S. Office of Education to fund an institute for training school librarians in the use of nonprint media and equipment.

The grant will finance a two-week session from July 6 to 17 for 28 elementary and secondary school librarians in Washington and other western states.

The ultimate aim of the institute is to assist school librarians whose training has been primarily in book-oriented programs, in developing more competence with nonbook media and audio-visual equipment.

Participants will be able to earn five quarter hours of credit from the University. Classes will be in the Instructional Materials Center of the Highline School District where materials, equipment and staff already are available.

Eleanor E. Ahlers, associate professor of Librarianship at the University, is Director of the project. Dr. Richard Hawk, assistant professor in the University College of Education, is Assistant Director. Serving as consultants for the project are Mrs. Bea Warfield, Director of Instructional Materials and Libraries for Highline Public Schools, and Eugene Friese, Coordinator of Library Services for Highline Public Schools.

1/26/70
JH

APPENDIX E

School of Librarianship
University of Washington
Seattle, Washington 98105

For immediate release

(Similar release directed to local newspapers sent out with memo to each participant.)

Institute for School Librarians

Twenty-eight librarians from the Pacific Northwest have been selected to attend an Institute for School Librarians at the University of Washington July 6-17, 1970. The subject, "Expanded Concepts of the School Library Media Center," concerns nonprint materials and the rapidly developing and changing field of media and equipment. This continuing education program is planned to help school librarians become proficient not only in the evaluation and selection of nonprint materials but also in the organization, interpretation and production of such materials, and in the use of the equipment needed for viewing, listening and independent study. Of the 28 participants selected for the Institute, 24 are practicing librarians in public and private elementary and secondary schools in Washington, with two each from Idaho and Oregon. Fourteen alternates have also been named from the same three states.

Participants will be housed at dormitories on the campus of the University, but because the large Summer Quarter enrollment fully utilizes the University's audiovisual classrooms and laboratories, classes will be conducted at the Instructional Materials Center of the Highline School District

just south of Seattle, which has excellent facilities. Five quarter hours of University credit may be earned by the participants in this Institute, which is funded by the U.S. Office of Education with a grant of $21,004.

Miss Eleanor E. Ahlers, associate professor in the School of Librarianship, University of Washington, is director of the Institute. Dr. Richard Hawk, assistant professor in the University College of Education, is associate director, and will teach instructional technology and media. Mr. Eugene Friese, Coordinator of Library Services for Highline Public Schools, will be the instructor in nonprint materials and services. Mrs. Bea Warfield, Director of Instructional Materials and Libraries for Highline Public Schools, will serve as a consultant. Other specialists who have been invited to lecture on a part-time basis include Dr. Boyd Bolvin, associate dean for Learning Resources and Developmental Education, Bellevue Community College, and Mr. Robert Irvine, assistant director, Instructional Materials, Highline Public Schools.

May 11, 1970

APPENDIX E

SCHOOL LIBRARY LEARNING RESOURCES CENTERS

TV Program, August 16, 1970*

"What's New in the Schoolhouse?" will feature school libraries on Sunday, August 16, at 12:00 noon, on KOMO-TV (4), with a repeat program at 7:00 a.m., Tuesday, August 18.

The program will be based on the institute for school librarians, "The School Library Media Center," held at the Instructional Resources Center, Highline School District, July 6-17. Twenty-eight practicing school librarians were enrolled in two courses offered by the University of Washington in instructional technology and nonprint materials. Those from the Highline Public Schools who served as consultants and instructors included Mrs. Bea Warfield, Director, Instructional Materials and Libraries; Robert Irvine, Assistant Director; and Eugene Friese, Coordinator of Library Services.

Those appearing on the television program with Mrs. Marty Wilson will be Miss Eleanor Ahlers, Professor, School of Librarianship, University of Washington, and Director of the Institute; Dr. Richard Hawk, Assistant Professor, College of Education, and Associate Director of the Institute; and Mrs. Carolyn Zimmerman, elementary school librarian, Shoreline School District, and a participant in the institute.

*The program will be repeated on television in Portland, KATU, Sunday, August 23, at 8:00 a.m. (check local papers to confirm this date and time). It will be heard over radio on KOMO, Seattle, Sunday, August 16, at 9:30 a.m.

APPENDIX E